



# STAFF HIGHLIGHTS

Internal Communique ■ State Schools for Severely Handicapped

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State Schools for Severely Handicapped  
P.O. Box 480  
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Gary Schroer, Superintendent

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*Information concerning other available resources, programs, etc., is not to be construed as an endorsement by State Schools for Severely Handicapped for any specific product, organization or philosophy.*

## Skill Versus Activity

by Merv Blunt, Central Office

One of the areas of emphasis this year for SSSH staff is recognizing and understanding the difference between a skill and an activity and why this distinction is so important when writing IEP goals and teaching those skills.

Sometimes it is thought a student cannot do an activity, but in reality the student is not successful because the student has not been taught all the skills needed to complete the activity. Many times the activity is considered the skill and taught that way, and the teacher and student do not recognize that the student is not being successful because not all the essential skills needed to perform the activity have been taught. Most of our students cannot learn skills in a complex manner, and skills need to be taught so learned skills can be built upon and lead to a concluding essential skill, such as following a visual schedule. It may appear the student cannot follow a visual schedule, but upon further assessment the student does not have the associated skills necessary to follow a visual schedule. Thus, the student is not given the opportunity to learn the skills that lead to the successful completion of a concluding essential skill, which is to follow a visual schedule.

What is a skill, and what is an activity?

### A skill:

1. Is either a physical or a cognitive action.
2. Is not associated with a particular situation, and it can be built upon.
3. May be used in many situations, not just a specific situation.
4. Is essential and important to the student at the present time.

5. Is not related to specific equipment or materials.

### An activity:

1. Is a demonstration of a student's knowledge.
2. Is a description of how materials will be presented to the learner.
3. Is a way to present instruction.
4. Has a specific result.

Although it may seem there is not much difference between a skill and an activity, this distinction provides an instructional approach for staff to focus on essential skills and provide the student with more opportunities for success. One important component of deciding if something is a skill or an activity is the discussion that takes place during the staffing and the IEP conference. The discussion should revolve around the five statements in the definition of a skill.

Remember that having a student participate in an activity is not the same as teaching the student the skill. It may be that the student will need assistance throughout the entire activity up until the point of the skill to be taught. At that time, the skill is taught to the student using the effective practice the student needs to be successful, and then the activity continues with assistance provided when needed. Providing diverse activities also increases the student's interest in the skill and provides for many more opportunities for success across several content areas. Studies have shown that skills taught in real situations are acquired and generalized more effectively and efficiently than skills taught in isolation

(continued on page 8)

# 2004 Spring Olympic Celebration Week

by Alan Duede, Physical Education Teacher  
Greene Valley State School

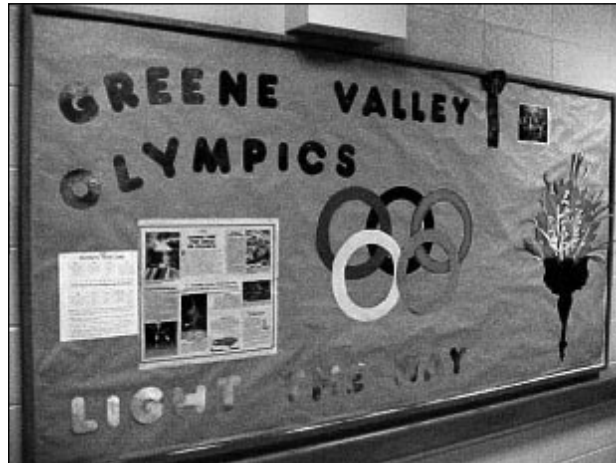
To honor and celebrate this year's Summer Olympic games, physical education teacher Alan Duede planned and facilitated an Olympic-theme week for both Greene Valley State School in Springfield and Sunrise State School in Marshfield. All faculty cooperated and participated in the educational, fun-filled week that culminated in an Olympic-theme field day.

During the week, students learned about the history of the Olympic games by viewing a historical video and by participating in a variety of classroom discussions and activities. All students took home a packet of Olympic information to share with their families. Both schools designated a day within the Olympic week to be the Olympic field day. During this special day, students demonstrated skills they had been working on in their physical education class, such as walking, propelling their wheelchairs, grasping, pushing objects, taking turns, visually tracking, manipulating objects, problem solving, motor planning, participating in a group and following directions.

Prior to the field day, students participated in a craft project. They made Olympic torches from paper, tissue paper and aluminum foil, which they later used during a "Lighting of the Torch" opening Olympic ceremony. During the ceremonial torch walk, students listened to patriotic music as they paraded around the gym with their torches. One athlete was designated to use his torch to "light" a giant school torch made by Greene Valley's primary teacher, Pam Sweeten, and teacher aides Laranja Reagan and Susan Morelock. To make the torch, they used two large boxes wrapped in

aluminum foil, tape, and orange and yellow streamers. They put a small fan inside the box that caused the streamers to "blow like fire!" It was visually stimulating and exciting for the students.

Students and faculty showed



school and Olympic spirit by wearing red, white and blue for the field days. Classroom teacher Marilyn Ables and teacher aides Pat McGinnis and Claudia McGill made USA patriotic T-shirts for their students and themselves to wear during the Olympic field day. The shirts were made using flag material, iron-on fabric adhesive and glitter paint. The students loved the shirts, and they were a great addition to the theme of the day. Vince Leo, the cook at Greene Valley, added to the day's excitement by preparing an Olympic-inspired lunch that was topped off by a special cake decorated with Olympic rings.

One event the students participated in was called the "conveyer belt." Each class of six to eight athletes sat shoulder-to-shoulder facing the same direction. On the "Go" command, they worked together to pass and hand sports items of different shapes and sizes from one end of the line to the other. The athlete on the finishing end

dropped the items into a large box.

The game was over when all of the items were in the "finished" box. Items used were balls, hoops, jump ropes and foam dice. Both the items and the rules on this game can be adapted to meet individual needs and promote success.

Students participated in an adapted floor hockey game. Five to 10 athletes played at a time in a scattered formation. Students worked together to keep a beach ball moving by striking it with adapted foam hockey sticks. Beach balls are great to use because they do not roll very far away and they stay more in the student's field of vision, which increases both time and attention on task. Students had to keep the foam sticks lower than their waists for safety reasons, and

assistance was provided for students who needed it. No official scoring was used. To promote greater participation, several beach balls were added. It was fun for the students as they demonstrated their abilities to follow direction, take turns, visually track items, solve problems, motor plan, grasp and strike objects. Students, staff and parents all substituted into the game until everyone had a chance to play.

Students also participated in an adapted golf event. The athletes, staff and parents were arranged in a circle around 10 hula hoops. Students rolled, dropped and kicked large foam balls to try to get them into the hula hoops. Many athletes pushed the balls off their laps or tray tables of their wheelchairs. Adaptations to improve success involved using more hula hoops, putting them closer together and using the foam balls.

The closing activity for the Olympic ceremony was the parachute. All

*(continued on page 10)*

## HUMAN RESOURCES

### 2005 Cafeteria Plan Open Enrollment

by Cheri Landers, Central Office

The 2005 Cafeteria Plan open enrollment ends Dec. 1, 2004. Eligible employees should have received either:

- An e-mail with online links and personalized enrollment form if you are currently set up on e-mail with MO Cafe (no paper enrollment form will be mailed), *or*
- A mailed personalized paper enrollment form if you are not currently set up on e-mail with MO Cafe.

If you were not enrolled for 2004 and wish to enroll for 2005, complete a blank enrollment form. Booklets with blank enrollment forms were sent to the schools for distribution.

#### Automatically Re-enrolled for 2005

If you are enrolled in the insurance premium categories for the cafeteria plan at the end of 2004, you are automatically signed up for these same categories for 2005 at the insurance rates in effect at the beginning of 2005. Disregard the enrollment form unless you wish to cancel or add an insurance category or if you wish to participate in a flex category (flexible medical and/or dependent care assistance).

- Flex categories for medical and dependent care expenses do not remain in effect year after year. You must sign up for these categories each year to continue participation.
- Check the Cancel box to cancel Cafeteria Plan participation for any state-sponsored insurance premiums.
- An e-mail confirmation will be sent only if an e-mail address is supplied with enrollment. Both premium-only and flexible spending account participants

will receive e-mail notices. Paper confirmation and claim forms will be sent to flexible spending account participants.

**Paper forms must be postmarked and Internet enrollments must be sent on or before Dec. 1, 2004, to enroll.** The final deadline to change or correct enrollment is Dec. 15, 2004. Only those who enroll by Dec. 1 have the additional two weeks to make any changes or corrections.

#### Submit completed Cafeteria Plan forms directly to:

Central/ASI, P.O. Box 858  
Columbia, MO 65205-0858 ♦

### Change in Savings Bond Payroll Deductions

by Cheri Landers, Central Office

Savings bond deductions have changed. As of Dec. 30, 2004, employees will only be able to purchase U.S. savings bonds through payroll deduction if they agree to purchase one bond per pay period. The minimum face value of a bond that can be purchased through payroll deduction is \$100. To purchase this bond, an employee must agree to have \$50 deducted from each paycheck (the purchase price is half the face value). Higher bonds are also available for purchase but on the same basis that the bond's purchase price is fully paid with the deduction from one paycheck.

Any employees who were not purchasing one bond per paycheck under the former plan received notification from the Office of Administration that their enrollment in the program ceased as of Oct. 31, 2004. If the employees had money left, but it was not enough to purchase another bond, it was refunded to them. Those employees have the right to re-enroll in the program if they agree to purchase one bond per paycheck.

Another alternative for employees is to go to a new Web site: [www.treasurydirect.gov](http://www.treasurydirect.gov)

to purchase savings bonds directly from the federal government. ♦

### Check Clearing in the 21st Century Act (Check 21)

by Cheri Landers, Central Office

Check 21 will result in a reduction in the "float time," or the time between the cashing and the clearing of a check, due to electronic imaging. Checks will clear faster than ever before. Employees who sometimes rely on "float" time to maintain balances will need to be careful to avoid being overdrawn. This act went into effect Oct. 28, 2004. Check with your financial institution for further information regarding Check 21. ♦

### Expense Checks

by Becky Kempker, Central Office

Please remember to update your address in Central Office if you have moved. Checks for expenses, tuition reimbursement and even paychecks are returned to Central Office because we are not notified of new addresses.

If you have a name change, notify Central Office of the new name. Otherwise, checks will continue to be printed with the previous name. Both address and name changes should be submitted on the Supplemental Information form that is available in your area or school office.

Expense and tuition reimbursement checks can be direct deposited. The funds will be in your bank much sooner than with a regular check. This solution also avoids the possibility of a lost check or a check that is returned because of an address change. Contact Becky in Central Office at 573-751-0399 to have a direct deposit form sent to you. ♦

## HUMAN RESOURCES

### Employee Assistance Program (EAP)

by Cheri Landers, Central Office

What is EAP? This program is strictly **confidential** and provided to all active employees and members of their households. The EAP is designed to give employees access to short-term mental health benefits. This plan is paid for by the state of Missouri.

Although the premium is funded by the state, the EAP was created for your benefit and the benefit of your family. Therefore, your involvement with the EAP will remain confidential in accordance with all state and federal laws. To maintain this confidentiality, all questions and concerns are directed to ValueOptions at 1-800-808-2261.

#### Services available through the EAP:

- Counseling, education and referral services.
- Representative available to assist you 24 hours a day, 365 days a year.
- Up to six sessions annually for each household member per episode.
- Consultation and referral provided by phone.
- Online Web site available for resources.
- EAP sessions with a local counselor provided at no cost to you.\*

*(Additional counseling, resources or specialized treatment may involve additional costs depending upon your health plan benefits.)*

#### When to use EAP:

The EAP can help with stress; financial and legal problems; emotional, marital or family problems; drug and alcohol problems; depression; and education questions. In addition, the EAP can be used to help prevent minor difficulties from

developing into major problems. Don't feel your problem is too small for you to receive help. The EAP long-term mental health benefits are available through Missouri Consolidated Health Care Plan medical plan.

#### How to use the EAP:

You may call ValueOptions seven days a week, 24 hours a day, 365 days a year at 1-800-808-2261.

- The ValueOptions representative will ask for basic information, such as your social security number and address.
- You will speak to a licensed mental health professional about your specific needs. He/she will pre-authorize you for referral to a provider.

#### 2004 EAP Enhancements

1. A new EAP enhancement started in 2004 called Legal & Financial Solutions. This provides easy and convenient access to local lawyers, certified public accountants, certified financial planners and insurance specialists. There is a free initial consultation of up to 30 minutes; further services are discounted by 25 percent off the usual hourly rate.
2. There is a state-of-the-art, innovative, online EAP and behavioral health informational Web site. This site offers immediate and confidential information, interactive tools and resources on balancing work and family; taking care of dependents such as children or elders; legal and financial issues; relationships; and life skills.

The Web site is located at [www.achievesolutions.net/mchcp](http://www.achievesolutions.net/mchcp). First-time users, enter the following information to verify that you are eligible:

- Username: mchcp
- Password: solutions

The username is case sensitive. Follow the instructions for creating your own confidential user name and password. ♦

### Missouri Public Employees Deferred Compensation Plan (PEBSCO)

#### What is the Missouri Public Employees Deferred Compensation Plan (DCP)?

The DCP offers state employees the means to build savings and create a well-balanced portfolio of investments through the convenience of payroll reduction while postponing a portion of their current taxes. The program is a tax-deferred supplemental retirement savings plan that allows state employees to contribute a portion of their income. The IRS may adjust the maximum deferral amount each year. The DCP was established under Internal Revenue Code Section 457.

#### What is the Missouri Employees' Deferred Compensation Incentive Plan (MDCIP)?

The MDCIP was created as an incentive for employees to participate in the deferred compensation plan. The state of Missouri currently contributes \$25 per month to this program for each qualified employee.

#### To qualify for the state contribution, you must:

- Be an employee of the state of Missouri for at least 12 consecutive months immediately preceding the commencement of the state contribution.
- Be making a continuous deferral of at least \$25 per month to the Missouri Deferred Compensation Program.

Check with your building administrator about enrolling. ♦



## HUMAN RESOURCES

### Service Certificate Awards

In October, the following employees were recognized for their years of service with State Schools for Severely Handicapped. The employment anniversary dates fell between Sept. 1, 2003, and Aug. 31, 2004. We are fortunate to have so many talented and inspired staff members with years of dedicated service in our division.

#### 5 Years Service

Sherri M. Adamson, *Citadel*  
Angela M. Ames, *Mapaville*  
Paula M. Bernet, *Greene Valley*  
Robert A. Blizzard, *College View*  
Robert E. Bray, *Gateway*  
Kay K. Brejcha, *Kirchner*  
Deloris A. Briscoe, *Delmar Cobble*  
Cynthia Y. Chandler, *Gateway*  
Toni L. Dautenhahn, *Kirchner*  
Dale E. Denney, *Shady Grove*  
Rosalie R. Duffey, *Trails West*  
Alma M. Edelen, *Lillian Schaper*  
Marcel Epps, *Gateway*  
Rebecca A. Flynn, *Mapaville*  
Alecia M. Glore, *Mapaville*  
Josephine S. Gray, *B.W. Sheperd*  
Marjorie A. Hollingsworth, *Oakview*  
Joyce A. Humphries, *Autumn Hill*  
Ramona J. Johnson, *Helen M. Davis*  
Diane E. Lindsay, *Parkview*  
Nancy J. McCulley, *Verelle Peniston*  
Sharon L. McGhee, *New Dawn*  
Georgia A. McMullen, *Parkview*  
Teresa A. Meyer, *Helen M. Davis*  
Julie E. Pastrick, *Parkview*  
Ruth E. Redfering, *New Dawn*  
Diane M. Siebeneck, *Central Office*  
Mary T. Siebert, *Mapaville*  
Mona R. Sites, *Verelle Peniston*  
Heather M. Smith, *Trails West*  
Mary E. Throckmorton, *Skyview*

Tammy L. Triplett, *Parkview*  
Donna R. Warren, *Mississippi Valley*  
Kathy A. Wibberg, *Kirchner*  
Barbara A. Willtrout, *Autumn Hill*

#### 10 Years Service

Brenda H. Bayless, *College View*  
Margaret E. Berry, *B.W. Sheperd*  
Rebecca A. Black, *Ozark Hills*  
Mona L. Brown, *Gateway*  
Charlene A. Cann, *Autumn Hill*  
Denise I. Charlton, *Cedar Ridge*  
Tracy L. Cooper, *Bootheel*  
Vicki L. daSilva, *B.W. Robinson*  
Marie D. Diederich, *Trails West*  
Sandra J. Fleming, *Gateway*  
Colleen M. Flickinger, *Gateway*  
Ellen G. Hager, *Shady Grove*  
Carol J. Halsne, *Trails West*  
Dorothy J. Heyer, *E.W. Thompson*  
Bert A. Horn, *Mapaville*  
Cynthia J. Howe, *Lakeview Woods*  
Tina A. Jackson, *Current River*  
Barbara C. Johnston, *Helen M. Davis*  
Sandra K. Kemp, *B.W. Sheperd*  
Linda L. Kitsmiller, *Cedar Ridge*  
Brenda D. Lambert, *Mississippi Valley*  
Montroe L. Lentz, *Delmar Cobble*  
Lura J. McDowell, *Special Acres*  
Robin E. Mills, *Gateway*  
Mary S. O'Bannon, *Delmar Cobble*  
Katheryn C. Paris, *Trails West*  
Herman E. Paul, *B.W. Robinson*  
Nancy L. Peterson, *Ozark Horizon*  
Peggy Phillips, *Gateway*  
Diana L. Schreier, *Maple Valley*  
Donna M. Stephens, *Lakeview Woods*  
Rebekah L. Stone, *E.W. Thompson*  
Rena B. Ward, *B.W. Sheperd*  
Laura M. Whitsell, *Gateway*  
Mary E. Yates, *Sunrise*

#### 15 Years Service

Carolyn S. Bayless, *Rolling Meadow*  
Teresa L. Crosby, *Shady Grove*  
Tracy A. Enlow, *Parkview*  
Clara M. Essner, *Parkview*  
Carolyn N. Harvey, *Skyview*  
Margee A. Iles, *Lakeview Woods*

Frances D. Larimer, *Trails West*  
Brenda S. Little, *Special Acres*  
Laura R. Lumsden, *Maple Valley*  
Claudia J. McGill, *Greene Valley*  
Lana K. Misenhelter, *Rolling Meadow*  
Michael D. Rogers, *Rolling Meadow*  
Victoria L. Sisel, *Lakeview Woods*  
Barbara A. Stark, *Lakeview Woods*  
Pamela J. Sybert, *Helen M. Davis*  
Janice S. Tucker, *Current River*  
Pamela G. VanZandt, *Greene Valley*

#### 20 Years Service

R. Jean Barr, *Shady Grove*  
Joyce A. Bryant, *Greene Valley*  
Russell M. Deal, *Special Acres*  
Roberta F. Garrett, *Maple Valley*  
Pearl E. Hovis, *Special Acres*  
Joyce F. Lavin, *Gateway*  
Sandra L. Loyd, *Dogwood Hills*  
Karen L. Shepherd, *Mapaville*

#### 25 Years Service

Lyla M. Alejo, *Maple Valley*  
Betty J. Boan, *Lakeview Woods*  
Linda S. Clark, *Skyview*  
Indra T. Godhwani, *Gateway*  
Brenda S. Habsieger, *Mapaville*  
Theresa J. Harris, *Crowley Ridge*  
Jacqueline S. Hester, *Mississippi Valley*  
Louann P. Hoover, *Trails West*  
Kathleen M. Luttrell, *Autumn Hill*  
Betty R. Presnell, *Gateway*  
Sherrye E. Rodgers, *College View*  
Connie S. Sale, *Rolling Meadow*  
Karen M. Schoemehl, *Gateway*  
Karen S. Swafford, *Maple Valley*

#### 30 Years Service

Kay F. Fischer, *Gateway*  
Liz Steese, *B.W. Sheperd*



*Making a positive difference  
through education and service*

*Enrichment activities  
to enhance student  
learning*

# Shady Grove After-School Program



*by Janelle Burch, Supervisor for Instruction*

Two years ago, Ruthie Davis began tutoring one student after school as part of a career ladder project. The educational results and parent response were good, so the next year Kathy Clubb, Rhoda Carihfield and Carolyn Puryear decided to implement the same type of program with five students. The schedule was for 10 one-hour sessions throughout the school year. The teachers presented lessons through small-group instruction, with each teacher planning a 20-minute segment of the 60-minute session. The other two teachers assisted students while the lesson was being presented.

To set up the program, the teachers sent a letter in the spring to all parents and guardians to survey interest. When school started in the fall, they sent a follow-up letter to see who was interested in having their children attend. Those expressing interest were sent another letter including a schedule of days and times. The teachers included a statement to remind the parents they would be responsible for transportation home at 4:15 p.m.

To prepare the lessons, the teachers went through IEPs of students who would be attending and made a list of their goals. They developed themes in such seasonal categories as Thanksgiving, Christmas, snow and Valentine's. They chose activities that would enrich, reinforce and provide opportunities to practice the skills targeted by the goals.

Some of the goals the teachers addressed were following directions, reading, complying with verbal requests, fine motor, cooking, completing tasks and improving organizational thinking. The activities they used to teach these skills were seasonal. The students' favorites were cooking, crafts and playing games.

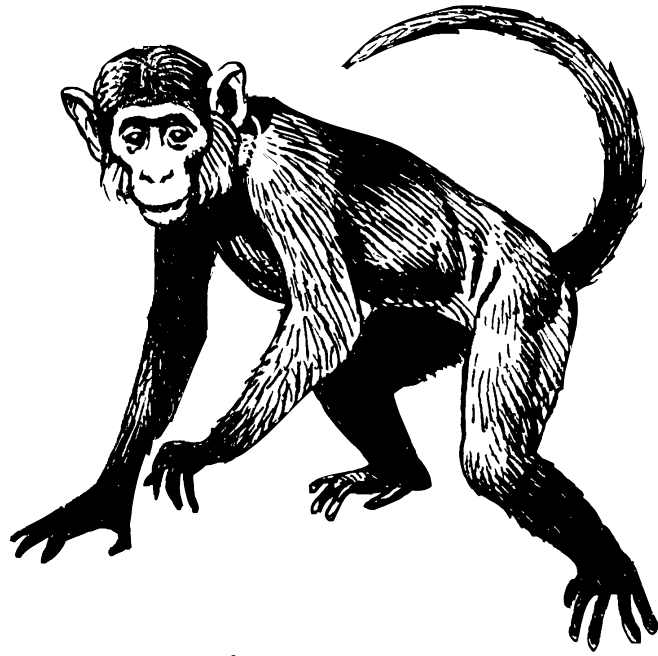
The teachers met after each session to evaluate and discuss progress. They organized some of the lessons into a container or folder that could be used by the classroom teacher.

Some sessions had to be cancelled because of weather, but they were rescheduled. No other problems were encountered in setting up and running the program, which is now in its third year.

## **Outcomes:**

- Students learned to work together in a group-instructional activity.
- Through sharing of materials and ideas, instruction carried over into the classroom and had a positive effect on achievement.
- Students were excited when they came to the sessions. They felt special, and they got to socialize with students from other classrooms.
- Although there were only 10 one-hour sessions, improvement was seen in working together and taking turns, following directions, and complying with a request. ♦

# *Itching and Twitching: A Nigerian Folktale*



*Book Review by Susan Bonner, Supervisor for Instruction*

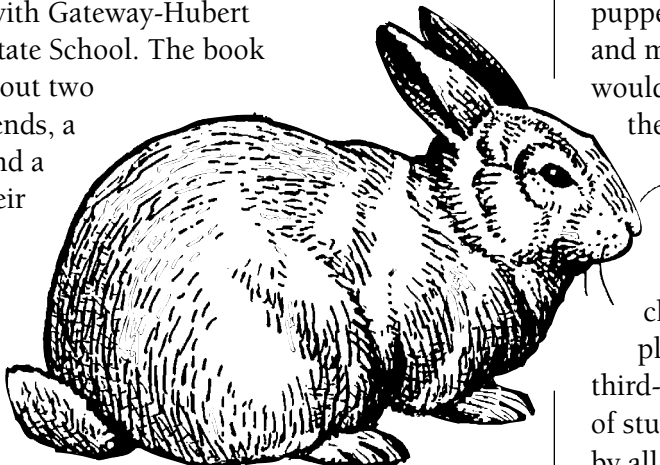
Adapted by Patricia C. McKissack and Robert L. McKissack

Illustrated by Laura Freeman

Scholastic Books, Hello Reader Level 4,  
Grades 2 & 3, Published 2003

**I***tching and Twitching: A Nigerian Folktale* is a children's story written by Patricia McKissack and Robert McKissack. Robert McKissack, a classroom aide at Gateway-Hubert Wheeler State School, has written several children's books. His mother, Patricia McKissack, is a renowned award-winning writer of children's books and other black culture literature.

After the book's release, Robert shared his book with Gateway-Hubert Wheeler State School. The book is a tale about two animal friends, a monkey and a rabbit. Their friendship endured because each of them accepted each



other's uniqueness and came to the realization that they could not change each other's personality.

Classroom teacher Kathy Adair took the book and created a literary unit to be taught to her class during Black History Month. By working with the story, the students learned about the prepositions: "on-off," "under-over," "in-out" and "up-down." The students worked together in groups to make puppets of the characters, a monkey and a rabbit. Through the puppets, the class followed the antics of the rabbit and monkey scratching themselves. The puppet would first model the scratch noted in the story, and then the class copied the behavior.

This activity reinforced body part identification.

As the culmination of the unit, the class performed the story for several of the younger classrooms. The author, Robert McKissack, was pleased to see how his story for second- and third-graders could be adapted to meet the needs of students with severe disabilities and be enjoyed by all. ♦

## Skill Versus Activity

(continued from page 1)

and are later transferred to other concluding essential skills or an activity.

Identified below are the essential skills necessary for following a visual schedule.

- Scanning
- Symbol and object recognition
- Cause and effect
- Choice making
- Prediction

There are several activities the teacher may choose to use to develop these skills. First, the teacher identifies those skills the student can do and then thinks of activities that can be used in teaching those skills the student is unable to do. For example, if the student has demonstrated the ability to scan, understands that pictures represent objects or events, and understands that a picture (cause) is the activity to perform (effect), then the teacher would develop teaching methods for choice making and prediction.

All the activities were taken from TEACH I, II and III manuals developed by SSSH staff. The TEACH manuals are an excellent resource for activities, plus the skills necessary for the activity are either identified in the skill index or within the activity lessons themselves. Even if a specific skill is not identified in the TEACH manual activity, it may still be appropriate, because not all skills needed for an activity are listed. These

Here are the teaching methods the teacher used within the following teaching activities from the TEACH manuals for choice making:

### Choice making

Colors of chalk . . . . .	Evaporation, TEACH III, I-9
Salad dressings . . . . .	Spring Salad, TEACH III, F-40
Obstacles . . . . .	Weather the Obstacles, TEACH I
Clothing . . . . .	Create a Cowboy, TEACH II

### Activity to teach skill

Another example would be the skill of *maintaining grasp*. The concluding essential skill (what you want the student to be successful at doing) is *folding a washcloth*.

### Items to grasp

Glass . . . . .	Preparing and Eating a Chinese Meal, TEACH III, A-9
Fork . . . . .	Baked Potato with Chives, TEACH III, F-38
Bat . . . . .	Piñata, TEACH III, E-9
Balloon . . . . .	Balloon Exercises, TEACH II
Mouse . . . . .	Cause and Effect Carnival, TEACH II
Top of Pants . . . . .	Dress It Up, TEACH I
Cup . . . . .	Butterflies Welcome, TEACH III, F-20

### Activity to teach skill

TEACH lessons do not necessarily outline how to teach the skill of grasping. The targeted TEACH lessons are activities that have multiple opportunities for grasping inherent in the activities. The Teaching Resource Guide found in the curriculum contains teaching methods to use during the TEACH lessons. Just because a student engages in the TEACH lesson does not guarantee the student has been taught grasping. The teacher designs the teaching method to follow within the teaching activity, thereby providing the student with motivating instructional lessons. The activity is merely a means to teach the skill. Whether the student performs

well in the activity is of no concern overall. Only how the student performed the grasping skills during the activity is the focus.

As you can see, there are many items that can be grasped. Sometimes the skill of grasping is in the beginning, middle or end of the skills needed to successfully complete an activity. But no matter when or where the skill occurs, the skill taught is still grasping. Plus, by teaching the skill of grasping in many other contexts, the student's ability to accomplish grasping and using it successfully in other and concluding essential skills or activities is greatly increased. ♦

## Questions & Answers

Have questions about any of the topics covered in this newsletter?  
Need to know more about instruction, equipment, health issues for students,  
human resources or any other topic that pertains to your job?

We will answer them in future issues of *Staff Highlights*.

Forward questions to Stephanie Brooks in Central Office.



## HUMAN RESOURCES

### DESE Ambassador Awards

In future issues, *Staff Highlights* will no longer contain the annual list of employee service certificates. Instead, we will recognize the service of SSSH staff by publicizing the names of those celebrated by the quarterly DESE Ambassadors' Awards program. The names below are those with anniversaries in September 2004 who were acknowledged at the October 2004 ceremony. Those recognized for anniversaries in July and August 2004 are not included below because they appear in the list on page 5. (Note that these anniversary dates include both service with SSSH and any additional service with DESE.)

#### 5 Years Service

Mary K. Gann, *Kirchner*  
Donna S. Kessell, *Delmar Cobble*  
Laurie A. Sherman, *Helen M. Davis*  
Tina M. Schlottman, *Gateway*  
Elizabeth Dwyer, *Dogwood Hills*

#### 10 Years Service

Jill S. Bailey, *Helen M. Davis*  
Tammy S. Hughes, *Trails West*  
Chokaio P. Benton, *Gateway*

#### 15 Years Service

Elaine Knittel, *Verelle Peniston*  
Vivian J. Wilson, *Rolling Meadow*  
Margaret J. Major, *Boonslick*  
Jo Smith, *Central Office*

#### 20 Years Service

Debora A. Bergmann, *Trails West*  
Lois P. Cooperrider, *Oakview*  
Marsha R. Riney, *New Dawn*  
Debby J. Short, *Cedar Ridge*

#### 25 Years Service

Deborah C. Danner, *Lakeview Woods*  
Cheri R. Landers, *Central Office*

#### 30 Years Service

Patricia A. Degonia, *Citadel*  
Fannie M. Hopkins, *Gateway*  
Sarah Ruth Hornsey, *Citadel*  
Dorothy A. Hrdlicka, *Gateway*  
Teresa L. Neumeyer, *New Dawn*  
John C. Palmer, *Central Office*  
Pamela S. Whitlock, *Autumn Hill*  
Jane Q. Coffman, *Kirchner*

#### 35 Years Service

Betty A. Arnold, *Bootheel* ♦

## HEALTH

### Protect Yourself and Others From the Flu

by Claudia Rampley, *Central Office*

With limited flu vaccine, it is more important than ever to take precautions to help prevent the spread of the flu.

The best ways to avoid the flu are through these common sense measures:

- Wash your hands frequently with soap and water or use a hand sanitizer, especially if you come into contact with common areas such as doorknobs, telephones, public restrooms, handles on grocery carts or wheelchairs, computer keyboards, etc.
- Avoid touching your eyes, nose or mouth.
- Wash your hands after touching anyone who is sneezing, coughing, blowing their nose, or whose nose is running.
- Get plenty of rest. Overdoing it can result in a weakened immune system.
- Use disposable tissues instead of handkerchiefs to avoid spreading germs.
- Drink lots of water to protect the inner mucous linings of the respiratory tract, which can defend against cold and flu viruses.
- Avoid sharing food, eating utensils,

drinking glasses, pens and pencils, towels or other personal items with others.

- Teach your children to cover their coughs and sneezes, and you do the same. Cough or sneeze into a disposable tissue or the inside of your elbow if a tissue is unavailable. Despite conventional wisdom, don't cover your mouth with your hand when coughing or sneezing. This increases the spread of germs as your hands touch doorknobs, computer keyboards, telephones, etc. If there is no tissue handy, today's doctors urge people, especially children, to sneeze into their sleeves.
  - Eat a diet rich in fruits and vegetables to help your immune system fight viruses.
  - Stay home when you are sick, and encourage ill colleagues to stay home and rest, too.
  - Avoid shaking hands. If you can't avoid shaking hands, wash your hands immediately or use hand sanitizer.
  - Avoid salad bars or all-you-can-eat buffets. Plastic sneeze guards can only provide so much protection from germs. Consider the number of dirty hands that have touched the serving handles at these buffets. If you choose to go to these types of restaurants, be sure to wash or sanitize your hands immediately prior to eating.
  - Avoid magazines in doctors' offices. Bring your own reading material.
- Follow these simple measures, and you may avoid the flu this season. If you get the flu, rest in bed, drink plenty of fluids, and take medication such as Tylenol to relieve fever and discomfort. Call your doctor if you have any signs of flu and if:
- Your fever lasts — you may have a more serious infection.
  - You have breathing or heart problems or other serious health problems.
  - You are taking drugs to fight cancer or other drugs that weaken your

## HEALTH (cont.)

body's natural defenses against illness.

- You feel sick and don't seem to be getting better.
- You have a cough that begins to produce phlegm.
- You are worried about your health.

Antibiotics are not effective against flu viruses. However, four drugs have been approved to treat people who get the flu:

- Amantadine (Symetrel)
- Rimantadine (Flumadine)
- Zanamivir (Relenza)
- Oseltamivir (Tamiflu)

When taken within 48 hours after the onset of illness, these drugs reduce the duration of fever and other symptoms. These drugs are only available by prescription.

Doctors and nutritionists say careful hygiene, a balanced diet and plenty of rest and fluids can go a long way toward keeping people healthy during the flu season, especially considering the vaccine shortage. Do your part to protect yourself and others from the flu. ♦

## PROFESSIONAL DEVELOPMENT

### Salary Repositioning

by Stephanie Brooks, Central Office

Teachers are reminded that they may be eligible for salary repositioning as a result of taking additional coursework. The criteria for acceptance of credit hours beyond the bachelor's degree are contained in C-1 in the Employment Information book at each school. Repositioning occurs when each of these levels is attained:

#### **Bachelor's degree plus:**

10 hours, 20 hours, 30 hours or master's degree

#### **Master's degree plus:**

10 hours, 20 hours, 30 hours

There are three opportunities each year to apply for repositioning:

**Request deadline    Repositioning date**  
January 15 . . . . . February 1  
June 15 . . . . . July 1  
September 15 . . . . . October 1

Salary adjustments take effect on the repositioning date and are not retroactive to the beginning of the school year.

To request repositioning, send the request letter addressed to the superintendent not later than the request deadline, and order college transcripts for the new coursework to arrive by the deadline. Copies of transcripts and grade reports are not acceptable. ♦

### Beginning Teacher Assistance Program

All teachers who hold either a PC I or an IPC (Initial Professional Certificate) are required to take this one-day training program before the certificate expires. Failure to take the program within this initial teaching period will result in the teacher having to extend the PC I or IPC for a further year to take this training. *Note: This is not the same as Effective Instructional Design (EID) or any other inservices offered at our schools.*

This one-day training is offered by the Missouri Association of Elementary School Principals. Details of the next training dates and locations are available at [www.mcsa.org/maesp/](http://www.mcsa.org/maesp/). (Look under Conferences and Workshops, and select the Beginning Teacher Assistance Workshop.) Training sessions are offered in the fall at several college campuses throughout the state. A copy of the certificate showing participation in the training should be sent to Central Office to be placed in the teacher's personnel file. ♦

## Olympic Games

(continued from page 2)

athletes, staff and parents sat in a circle formation around the large parachute. School band instrumental music was played quietly so students could still hear the commands for the parachute game. Students did a variety of activities with the parachute such as ripples, waves, washing machine, lean in, lean out, arms up high, touch the floor, shake it up, shake it down and stop. Students played the popular "Popcorn" game where they bounced safe items such as beanbags and beach balls on top of the parachute using big and small movements that provided for a variety of visually stimulating experiences. Students really enjoyed playing a "change your position" game where names were called and students went under the parachute while it was being held high and changed position with another student. School staff assisted students who needed it.

At the end of the closing Olympic ceremony, each student athlete was presented a rosette-style ribbon that said "Olympic Participant Winner" in recognition of their achievement. Students were excited to have an award to take home to remember their special day.

The idea of the Olympics embodies so much of what is good in people and the world. Just participating in the activities made all of our students winners. Demonstrating skills, increasing movement and participating in a field day of friendly competition all added up to a fun, educational and inspiring week for the students and faculty of Greene Valley and Sunrise State Schools!

(Resources listed on page 11)



## New Flags *by Doug Thornton, Principal, Bootheel State School*

The Bootheel State School recently received brand new Missouri and United States flags from Missouri Representative Otto Bean on Sept. 23, 2004. The school's existing flags had been damaged by a storm, and Rep. Bean gladly agreed to present new flags to the faculty and staff.

After the presentation, an eighth-grade student at Bootheel, raised the flags, and the students recited the Pledge of Allegiance. Mr. Thornton, principal, presented Rep. Bean with a framed picture of the student body in appreciation for his gift. ♦

## Resources for Olympic Games

*(continued from page 10)*

Flaghouse, 601 FlagHouse Drive, Hasbrouck Hts., NJ 07604-3116

Telephone: 1-800-793 7900 • [www.flaghouse.com](http://www.flaghouse.com)

Softee Hockey Stick:	Item 1797, \$15.95 each
6" Coated Foam Ball:	Item 1647, \$8.95 each
4" Ethafoam Puck:	Item 1772, \$4.95 each
Sash Cord Ropes:	Items 208 (8'), \$2.15 each <i>or</i> 216 (16'), \$2.95 each
Plastic Hoops:	Items 11013 (24"), \$37.95 dz.; 11017 (30"), \$41.94 dz.; 11021 (36"), \$46.95 dz.
Beanbags:	Item 7969 (set of six 5" bags), \$6.95 Item 485 (set of 12 – 5" bags), \$12.95
Foam Dice Sets:	Item 9769 (two 6" coated cubes), \$10.95
Beach Balls:	Items 3252 (16"), \$1.75 each; 753 (20"), \$1.95 each, etc.
Web Handled Parachute:	Choose size based on space available and number of participants (one per handle): Item 737 12' diameter, 12 handles, \$43.95 each Item 653 19 ½' diameter, 16 handles, \$84.95 each Item 662 24' diameter, 20 handles, \$119.00 each

*Other balls from the catalog are useful for these games:*

Math Ball Item 11319, \$18.95 each

OBall Item 11313, \$7.50 each

Grabball Item 83271, \$16.95 each

Rubber Chicken: Add fun to the conveyor belt or parachute games with:  
Item 791, \$8.95 each ♦



STATE SCHOOLS FOR SEVERELY HANDICAPPED  
Missouri Department of Elementary  
and Secondary Education

• • •

Web site: [dese.mo.gov/divspeced/stateschools/](http://dese.mo.gov/divspeced/stateschools/)

**NOTE:** If you have items of interest for the *Staff Highlights*, please call 573-751-0706 (Missouri Relay 800-735-2966) or forward them to: Stephanie Brooks, State Schools for Severely Handicapped, P.O. Box 480, Jefferson City, MO 65102-0480.  
E-mail: [Stephanie.Brooks@dese.mo.gov](mailto:Stephanie.Brooks@dese.mo.gov)